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The work in the primary grades has been carried on in about the same way, except that the teacher decides to a greater extent what shall be done. After the class has discussed the form, size, and other features of the object to be made, a model is usually prepared for the children to work from.

The children are encouraged to work out their own ideas in making things appropriate for Christmas presents. They are given access to pictures and drawings bearing upon the subject, and, if possible, an exhibition of good, simply constructed pieces of furniture and metal work, and examples of basketry, pottery, and weaving, will be made at the school, to serve rather as suggestion and inspiration than as models to be directly copied.

## HOME ECONOMICS.

ALICE P. NORTON.

THE study of food and its nutritive value was the subject selected for the pedagogic class in the fall quarter. The work for October may be grouped under three heads: (1) the general discussion of food problems; (2) experiments with food materials; (3) the planning of work for the grades.

So far as possible, experimental work has preceded discussion and formed the basis for it. The isolation of the food principles from different foods has given a definite meaning to such terms as "proteid" that could not be obtained in a different way. The quantitative work has necessarily been rough, but results have been compared with standard tables, and sources of error discussed and recognized. The object of such work has been, primarily, neither accurate results nor training in method, but the formation of definite images in the mind of the pupil.

The topics discussed have grown one out of another. Each one has been taken up to answer questions suggested by the preceding.

The work in the grades is kept constantly in view. The suitability of different experiments for primary or grammar

grade, variations in method and detail for different ages and attainments, the relation of this subject to others, number problems that arise, reading suitable for children's use in connection with the work, are some of the points that receive attention.

#### OUTLINE OF WORK FOR READING AND DISCUSSION.

I. The classification of foods. (1) Inorganic: (*a*) water; (*b*) mineral matter. (2) Organic: (*a*) nitrogeous — proteid, albuminoid; (*b*) non-nitrogeous — carbohydrate, fat.

II. The composition of the body. (1) Elementary. (2) Proportion of water, proteid, etc.

III. The function of food. (1) General. (2) Function of each of the food principles.

IV. Income and outgo. (1) Comparison, in amount and composition. (2) Standard dietaries: (*a*) statistical and experimental methods of obtaining; (*b*) American and German standards; (*c*) variations from standard, influenced by age, body weight, climate, work performed, individual peculiarities; (*d*) calculation of dietaries; (*e*) use to be made of standards.

#### EXPERIMENTS.

I. Weigh out accurately 50 grams of flour into a dish previously weighed. Dry in the drying oven and weigh again. When dried to constant weight, calculate the percentage of water in the flour.

In a similar way find the amount of water in different fruits and vegetables, drying some in the oven and some in the air, and comparing results.

II. Burn in a crucible or evaporating dish, over the Bunsen burner, the flour dried in the last experiment. Continue the heating till no more change takes place. Weigh the gray ash remaining. What is the percentage of mineral matter in the flour?

III. Into 100 grams of flour stir gradually 50° of water and work into a smooth dough. Wash the dough under water, continuing till the water runs clear. Test some of the first washings with iodine, and use the iodine test to determine when all the starch has been washed from the dough. Examine the gluten, noting its properties; then divide it into equal parts by weight. Dry one part in the drying oven, weigh, and calculate the percentage of gluten in the flour. Bake the other part in an oven hot enough for baking bread. Save and dry for future use some of the starch first washed from the flour.

IV. Grate a potato into cold water. Strain through coarse cheese-cloth. Examine the residue in the cloth. Allow the starch to settle, drain off the water, and dry the starch for future use.

V. Shake the yolk of an egg in a flask or bottle with a little ether or gasoline. Turn off the liquid, in a current of fresh air, upon a piece of filter paper, allow it to evaporate, and examine the residue. (This experiment was

done for the class. Great care must be used in handling the ether and gasoline, because of the danger of fire.)

REFERENCES: Church, *Food*; Goodfellow, *Dietetic Value of Bread*; Knight, *Food and its Function*; Hutchison, *Food and Dietetics*; Abel, *Lomb Prize Essay, The Rumford Kitchen Leaflets*.

## SPEECH, ORAL READING, AND DRAMATIC ART.

MARTHA FLEMING.

THE work of the pedagogic class will be centered around the children's work in the Elementary School.

The class is composed of groups observing and teaching in each of the grades. Each group will plan the lessons for the special grade of which it is a part. These plans, the selection of literature, the results obtained with the children, the united study of individual children, and the criticisms received on the work from critic and special teachers will be reviewed and discussed by the whole class. This discussion and review will give to the class the benefit of the work being done in all the grades, and put each member in touch with the whole school. The class will get its practice in both reading and oral reading by the study and interpretation of the dramatic literature selected for drill in each grade. In order to get the best preparation for the work with the children, they will study the stories used in the first, second, and third grades. The dramatization of those stories which lend themselves readily to this mode of expression, and the plans for carrying out the children's thoughts and emotions in dramatic form, will create a demand for some knowledge of the technique of the drama and the principles of dramatic construction and presentation.

During the month of October each member read aloud or recited some one selection, chosen by himself, to the class. On this recitation he received help and criticism from both teacher and class. We read and re-read *Hamlet*, and wrote the story on which the play is based. The story, as written by individual members of the class, varied in length from two to five minutes. The stories were read aloud, discussed, and everything not